HOLISTIC RANGEFINDING

A positive change for AIMS Writing

HOLISTIC RUBRIC

- Based on 6 Traits of Writing
  - All traits considered
  - Good writing attributes
- Trait scores = classroom; formative assessment
  - Appropriate for feedback and revision
  - Appropriate for guiding instruction
- Holistic scores = summative assessment
  - Snapshot of writing skill

Brief History

- Research
  - Paul Diedrich: All traits are not of equal importance for good writing.
- Teacher input
  - Reviewed rubrics used in other states and for SAT & ACT
  - Practice scoring with different models
- Advisory groups
  - National advisory group: use holistic rubric
  - State advisory group: use holistic rubric
  - AIMS advisory group: use holistic rubric

Rubric to Rubric

6 X 6 MODEL

- Score for each trait
- Conventions are as important as Ideas & Content, etc.
- Allows for formative feedback by trait skill
- Appropriate tool for classroom instruction

HOLISTIC MODEL

- Score writing skill
- Traits are not equal, based on research, Paul Diedrich
- Detailed feedback not given with summative score
- Appropriate scoring rubric for AIMS

Scoring with the Holistic Rubric Based on 6 Traits

4 = The writer demonstrates consistent control** of writing based on the bullets to indicate an appropriate and acceptable writing skill.*

3 = The writer demonstrates inadequate control** of several skills as indicated by the bullets in this score point.

2 = The writer demonstrates poor control** of skills as indicated by the bullets in this score point.

1 = The writer demonstrates inferior skill as indicated by the bullets in this score point.

*Always begin with score point 4: Is this paper a 4? Is it higher? Is it lower?
**Next slide

Scoring with the Holistic Rubric Based on 6 Traits

4 = The writer demonstrates consistent control** of writing based on the bullets to indicate an appropriate and acceptable writing skill.

5 = The writer demonstrates consistent, but not sophisticated, control** of most of the bullets, indicating some slight weakness but still very good skill in writing.

6 = Almost all of the bullets are met. The writer demonstrates sophisticated, though not necessarily perfect, control** of these skills. This indicates exceptional writing skill.

 **Control: The ability to use a given feature of written language effectively at appropriate grade level. A paper receives a higher score to the extent that it demonstrates control of the skills represented by the bullets.

Rangefinding with the Holistic Rubric Based on 6 Traits

- High, Medium, and Low papers.
- Begin with Medium papers.
  - Papers may move up or down.
- Score and annotate papers, recommending Anchor, Training, and Qualification sets.
- Move to Low papers and repeat process.
  - Papers may move up or down.
- Move to High papers and repeat process.
  - Papers may move up or down.

Scoring Tips

- Reward the demonstrated skill first; note any lack of skill based on severity.
  - Remember this is one day, one test, one snapshot of skill.
- Not all bullets must be met to earn a specific score.
  - Bullets in adjacent score points may be present; assign the best holistic score.
- Grade level skills are a guide for scoring, as well as the rubric.
  - Do not penalize for skills that have not been taught and mastered.

SCORE POINT 4

Response is appropriate and acceptable in written communication, demonstrated by

- ideas adequately developed in a clear and coherent presentation of ideas with order and structure that can be formulaic.

- relevant details that are sometimes general or limited; organization is clear, but sometimes predictable.

- a recognizable beginning and ending, although one or both may be somewhat weak.

- effective word choice that is functional and, at times, shows interaction between writer and audience.

- somewhat varied sentence structure with good control of simple constructions; a natural sound.

- control of standard conventions although a wide range is not used; errors do not impede readability.

SCORE POINT 3

Response is inadequate in written communication, demonstrated by

- broad or simplistic ideas that are understood but often ineffective.

- attempts at organizing that are inconsistent or ineffective; beginnings and endings that are underdeveloped; repetitive transitional devices.

- developmental details that are uneven, somewhat predictable, or leave information gaps; details are not always placed effectively in the writing.

- reliance on clichés and overused words that do not connect with the reader; limited audience awareness.

- monotonous and sometimes misused words; sentences that may sound mechanical, although simple constructions are usually correct.

- limited control of standard conventions with significant errors.

SCORE POINT 2

Response is poor in written communication, demonstrated by

- overly simplistic and sometimes unclear ideas that have insufficiently developed details.

- sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow.

- missing beginning and/or ending.

- repetitive, monotonous, and often misused words that are awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; most sentences begin with repetitive noun + verb.

- lack of audience awareness.

- little control of basic conventions resulting in errors impeding readability.

SCORE POINT 1

Response is inferior in written communication, demonstrated by

- lack of purpose or ideas and sequencing.

- organization that obscures the main point.

- an attempt that is too short to offer coherent development of an idea, if it is stated.

- extremely limited vocabulary that shows no commitment to communicating a message.

- sentences with confusing word order that may not even permit oral reading.

- severe and frequent errors in conventions.

SCORE POINT 4

Response is appropriate and acceptable in written communication, demonstrated by

- ideas adequately developed in a clear and coherent presentation of ideas with order and structure that can be formulaic.

- relevant details that are sometimes general or limited; organization is clear, but sometimes predictable.

- a recognizable beginning and ending, although one or both may be somewhat weak.

- effective word choice that is functional and, at times, shows interaction between writer and audience.

- somewhat varied sentence structure with good control of simple constructions; a natural sound.

- control of standard conventions although a wide range is not used; errors do not impede readability.

SCORE POINT 5

Response is excellent and skillful in written communication, demonstrated by

- clarity, focus, and control in topic development and organization.

- a balanced and thorough exploration of the topic using relevant details.

- an inviting beginning and a satisfying sense of closure.

- a broad range of carefully chosen words crafted into phrases and varied sentences that sound natural.

- awareness of the reader and commitment to the audience and topic.

- effective use of a wide range of conventions with few errors.

Score Point 6

Response is sophisticated and skillful in written communication, demonstrated by

- exceptional clarity, focus and control in topic development and organization that often show insight.

- in-depth and/or creative exploration of the topic using rich, relevant, and credible details.

- a strong, perhaps creative, beginning and satisfying conclusion.

- specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning.

- intentional and committed interaction between the writer and the reader.

- Effective and/or use of a wide range of conventions with few errors.

Using the Rubric

- Look for the positive attributes of the writing first, then note any weaknesses.
- Descriptor
  - First means of score determination
  - Is the response higher or lower than a score point 4?
- Bullets
  - Match elements within a response
  - Not all bullet points must be met.
  - Response may have elements represented in bullets from 2 or more score points.

Using the Rubric

- ## Score point above
  - Bullets may match some elements in the response.
- ## Score point below
  - Bullets may match some elements in the response.
- ## Score assignment
  - Which score point best fits the response?
    - Most elements supported in the score point
    - May satisfy bullets from other score points
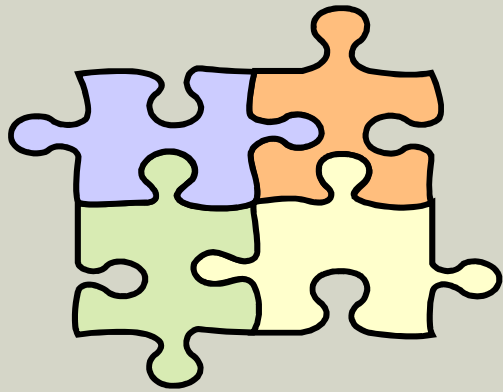
THERE ARE NO PERFECT RESPONSES FOR ANY ONE SCORE POINT!
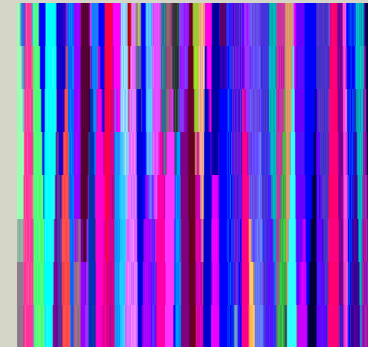
Scoring

- Multiple ways to achieve a score point
  - There are many "rooms in the house of 4."
  - Can a response achieve a score based on greater skill in some areas and not others?
    - Does a "2-like" moment in a response keep the response from being a 3 or a 4? (No.)
  - Greater skill in some aspects MAY outweigh a weakness in another.

Scoring

- ▣ Responses were written in a testing situation without teacher assistance.
  - ▪ Copying errors do occur.
- ▣ Do not allow personal bias to affect the score.
  - ▪ Do you hate the word "plethora"? Does the student believe in sorcery? Is the *student* biased?
- ▣ Score what the writer has written, not what you think he/she *should* have written.
  - ▪ Award what is done correctly first; don't count up the errors. An error is one error no matter how many times it appears. Don't score lower because a student used "alot" 6 times.

Scoring

- Mode does not receive a separate score.
  - Mode will influence word choice and vocabulary; or voice and tone; or organization and idea presentation, but the best way to score is to score what the student has written. Is the tone consistent? Does the vocabulary consistently fit the *audience* and *purpose*? Is the organization appropriate for *audience* and *purpose*?
- Off–topic papers are rare.
  - Rule of thumb: "Would the student have written this response if he/she had not read the prompt?"

1s and 6s

- Score point 1
  - Not a "dumping ground"
  - Carefully annotated
- Score point 6
  - Not perfect
  - Grade level expectations and beyond
  - Risk-taking and sophistication

Annotations

- Use language from the rubric meaningfully.
  - Paraphrasing is OK, if it it done clearly.
- Refer to the positive aspects of the response.
  - Reward the good writing.
- Note any negative aspects sparingly.
  - Don't ignore problems.

Annotations

- Support rubric points with evidence.
  - Use quotations; references to paragraphs, introduction, conclusion; or examples of words and phrases for rubric points included in the annotation.
- Include reasons for not assigning the score point above and/or below.
  - Not a # because . . .
  - Make this meaningful, don't just restate a rubric point.
- Ask yourself if the annotation truly depicts the response clearly as the score point assigned.

Practice Papers

LOW	MEDIUM	HIGH
8 PAPERS	8 PAPERS	8 PAPERS
Assign scores	Assign scores	Assign scores
Move papers?	Move papers?	Move papers?
Assign to sets	Assign to sets	Assign to sets

Work with your grade level team and facilitator to score the practice papers (20 – 30 minutes). Group discussion of results (15 – 20 minutes).

Annotation Practice

- Each team member will choose two papers with different scores and write annotations.
  - Be sure that your annotations are clear, reflect the rubric, and support the points from the rubric with quotations or direct references to the paper. Don't forget the "not a" scores!
- Exchange papers with another team member.
  - Look at each annotation. Would this annotation aid you in understanding the paper's score?

AZ Dept of ED